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ABSTRACT

The study summarizes the information collected from 1960-70 industrial arts teacher education program graduates in four New York State institutions which offered a program. Questionnaires were sent to 2,523 graduates of which 1,796 were returned. Information was collected regarding their employment patterns, economic and social factors that affected their career choices, and educational patterns. Most program graduates were employed in education (96 percent) upon program completion. Data are analyzed and compared for graduates who were currently employed in education (84.3 percent) and in business or industry (12.1 percent). Those who left education found employment in the professional, technical, and managerial fields. Conclusions based on the data showed that both groups of respondents came from comparable home backgrounds, they were influenced by similar conditions in their decision to enter the program, they had similar familial occupational patterns, and graduates employed in education obtained more postbaccalaureate education and earned less than graduates employed in business or industry. The survey form used for the study is appended. (EC)

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Mobility Study of Industrial Arts Teacher Education Graduates

DEC 5 1975

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Patterns of Employment, Education, and Selected Characteristics

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
Bureau of Industrial Arts Education
Albany, New York 12234
July 1975

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Louis A. Cohen

FOREWORD

A survey is one method of collecting and summarizing information which will be used to guide administrative actions or for analyzing relationships between specified variables. The Mobility Study of Industrial Arts Teacher Education Graduates: Patterns of Employment, Education, and Selected Characteristics survey is being used for both purposes.

The Mobility Study of Industrial Arts Teacher Education Graduates is a summary of the information collected from Industrial Arts Teacher Education Program graduates between 1960 and 1970 of the four New York State institutions of higher education which have industrial arts teacher education programs.

The study is a joint undertaking of the Bureau of Industrial Arts Education and the Bureau of Occupational Education Research. William W. Alwell, of the latter bureau, is the principal investigator of the study.

Robert H. Bielefeld, Director
Division of Occupational Education
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Carl E. Wedekind, Director
Divisions of Research
and Evaluation

INTRODUCTION

Between 1960 and 1970, approximately 2,960 individuals graduated from the four New York State Programs of Industrial Arts Teacher Education at The City College of New York, New York University, State University College of New York at Buffalo, and State University College of New York at Oswego. It was known that some graduates were employed in education and other graduates were employed in business or industry. The questions of interest were:

- What are the employment patterns of the graduates?
- Are selected characteristics of graduates who remain in education different from those who leave education?
- Are the educational patterns of graduates who are employed in education different from those graduates who are employed in business or industry?

It was determined that the questions could best be answered through a mailed survey to the graduates of the four institutions. Addresses were obtained for 2,523 graduates and a survey form was mailed to each of these graduates. Returns were received from 1,796 of the graduates yielding a mailed return rate of 71 percent. The information presented in the summary reflects data on October 1, 1973. The survey form can be found in the Appendix.

SUMMARY OF RESPONSES

Employment Patterns

Approximately 96 percent of the 1,796 respondents were employed in education at some time after graduating from the four New York State Industrial Arts Teacher Education Programs. As of October 1, 1973, 1,518 were employed in education, 270 were employed in business or industry, and 8 were unemployed.

Seventy-six percent of the 1,518 respondents employed in education were employed as industrial arts teachers; 11.3 percent were employed in other instructional positions; the remaining 12.7 percent were employed in administrative positions.

Fifty-nine percent of the 270 respondents employed in business or industry were in professional, technical, and managerial occupations; 10 percent were in service occupations; 9.3 percent were in clerical and sales occupations; and the remaining 21.7 percent were employed in other occupational categories.

Seventy-eight percent of the 270 respondents employed in business or industry were at one time employed in education. Their average age when leaving educational employment for employment in business or industry was 26 years.

Employment patterns of respondents between 1960 and 1970 are presented in Table 1.

TABLE 1

EMPLOYMENT PATTERNS OF RESPONDENTS ON OCTOBER 1, 1973

Occupational Status	Average Number of Years Teaching Industrial Arts	Average Number of Full-Time Employers in Field of Industrial Arts	Average Number of Full-Time Employers Outside Field of Education
Employed in Education	6.90	1.56	0.3
Employed in Business or Industry	2.77*	1.21*	2.13

* Computed for those who were employed for 1 or more years in education.

Job stability is the length of time a person holds a given job and can be computed by dividing the number of jobs held by the given time period in which the jobs were held. The lower the quotient, the higher the job stability. The job stability of the respondents employed in education was 0.11. The job stability of the respondents employed in business or industry was 0.27. These data indicate that the respondents employed in education remain in an employment position longer than the respondents employed in business or industry.

Selected Characteristics

Economic and societal factors influence an individual's decision to accept and remain in jobs. Economic factors can include both the need for salary and prestige value of higher income. Societal factors can include family background, factors influencing job selection, occupational satisfaction and social class identification.

Economic factors can be observed in two ways: 1) income of the individual, and 2) income of the spouse as a second income. The average reported 1972 gross income of respondents employed in education was $12,632. The average reported 1972 gross income of respondents employed in business or industry was $14,680. Fifty-two percent of the 1,518 respondents employed in education reported their spouses occupational category to be homemaker. Fifty-five percent of the 270 respondents employed in business or industry reported their spouses occupational category to be homemaker. The second and third most frequent occupational categories for spouses in both groups was "professional, technical, and managerial occupations" and "clerical and sales occupations." The primary economic factor differenti

ating the two groups of respondents was the gross income of the individual.

The family background data reported on the questionnaire were parents' and spouses' occupational classification and education.

- The three most frequent paternal occupational categories for all respondents were: 1) "professional, technical, and managerial occupations"; 2) "machine trades occupations"; and 3) "service occupations."

- Fifty-two percent of all respondents reported their mother's occupational category to be "homemaker." The second and third most frequently reported maternal occupational categories were "professional, technical, and managerial occupations" and "clerical and sales occupations."

- Approximately 24 percent of the fathers and 22 percent of the mothers of respondents had some postsecondary education.

- Fifty-two percent of the respondents employed in education reported their spouses occupational category to be "homemaker." Fifty-five percent of the respondents employed in business or industry reported the occupational category of their spouses to be "homemaker." The second and third most frequently reported occupational categories for respondents' spouses were "professional, technical, and managerial occupations" and "clerical and sales occupations."

- Sixty-nine percent of the spouses of respondents employed in education received some postsecondary education. Sixty-four percent of the spouses of respondents employed in business or industry received some postsecondary education.

The data indicate minimal differences in the family background for the two groups of respondents. The data also indicate that respondents and their spouses have more formal education than do the parents of the respondents. Comparison of the occupations of respondents' spouses and of the mothers of respondents show the occupational roles of respondents' families and respondents' parents to be similar.

The factors derived from the questionnaire which influenced the respondents' decision to select and remain on jobs were income, job security, advancement potential, amount of time spent on the job, and the

individual's perception of the worth of the work. Respondents indicated which factor had the most and the least influence in selecting and remaining on jobs. Percentages of responses for each factor are shown in Tables 2 and 3.

TABLE 2

PERCENTAGES OF RESPONDENTS REPORTING THE FACTOR WHICH MOST GREATLY INFLUENCED DECISIONS IN SELECTING AND REMAINING ON JOBS

Occupational Status	High Income	No Danger of Being Fired	Chances for Improvement	Short Working Hours, Lots of Free Time	The Work is Important and Gives a Feeling of Accomplishment
Employed in Education	5.4	2.4	11.5	12.3	68.4
Employed in Business or Industry	30.9	1.9	24.8	5.0	37.4
All Respondents	9.2	2.3	13.5	11.1	63.9

TABLE 3

PERCENTAGES OF RESPONDENTS REPORTING THE FACTOR WHICH LEAST INFLUENCED DECISIONS IN SELECTING AND REMAINING ON JOBS

Occupational Status	High Income	No Danger of Being Fired	Chances for Improvement	Short Working Hours, Lots of Free Time	The Work is Important and Gives a Feeling of Accomplishment
Employed in Education	29.9	37.8	9.0	21.3	2.0
Employed in Business or Industry	11.7	41.2	3.4	41.4	2.3
All Respondents	27.2	38.2	8.1	24.3	2.2

Respondents indicated whether or not they would be satisfied or dissatisfied about entering various occupations. Percentages of responses are shown in Table 4.

TABLE 4

PERCENTAGES OF RESPONDENTS INDICATING SATISFACTION IN ENTERING OCCUPATIONS

Occupations	Employed in Education	Employed in Business or Industry
Clerk in Store	10.5	10.0
Carpenter	82.8	73.0
Lawyer	65.9	68.5
Bookkeeper	12.0	12.2
Construction Laborer	39.8	30.7
Public School Teacher	89.0	60.0
Truck Driver	36.9	28.5
Garage Mechanic	45.3	40.7

The data presented in Tables 2, 3, and 4 show that respondents employed in business or industry were influenced primarily in job selection by economic considerations and to be more satisfied in entering employment in prestigious occupations. In addition, the data reported in Table 5 shows that the respondents employed in business or industry identify with a higher social class than do those respondents employed in education.

TABLE 5

PERCENTAGES OF RESPONDENTS WHO IDENTIFIED WITH EACH OF SIX SOCIAL CLASSES

Social Class	Employed in Education	Employed in Business or Industry
Lower Class	0.8	0.4
Working Class	8.7	7.6
Upper Working Class	16.6	16.3
Middle Class	58.4	50.8
Upper Middle Class	15.1	24.2
Upper Class	0.4	0.7

Seventy-five percent of the respondents employed in education identify with the upper working class and middle class. Seventy-five percent of the respondents employed in business or industry identify with the middle and upper middle class.

Educational Patterns

Educational patterns consist of two factors: 1) the entry route of the respondents; and 2) the educational level of the respondents. The entry route of respondents is comprised of three components: the components are the time when a respondent decided to enter a program of industrial arts teacher education, the individual who influenced the respondent to enter the program, and whether or not the respondent transferred from a 2-year associate degree program. The educational level of respondents is the type of certification held by the respondents, and the amount of education above a bachelor's degree obtained by the respondents.

The time one chose to enter a program of industrial arts teacher education is indicated by the grade level of the individual when the decision was made. Grade level is also indicative of the amount of experience one has had both within and outside the educational system. The grade level, when the decision to enter the program of industrial arts teacher education was made, is given in percentages in Table 6.

TABLE 6

PERCENTAGES OF RESPONDENTS REPORTING
WHEN THE DECISION WAS MADE TO ENTER A PROGRAM OF
INDUSTRIAL ARTS TEACHER EDUCATION

Occupational Status	Junior High School	10th Grade	11th Grade	12th Grade	Post-High School
Employed in Education	4.0	2.4	9.5	28.5	55.6
Employed in Business or Industry	2.3	2.3	11.7	30.5	53.4

Analysis of the data given in Table 6 indicate no difference between the two groups of respondents with respect to the grade level in which the decision was made. The data does indicate, however, that a large percentage of the graduates made an experientially mature decision to enter the program of industrial arts teacher education.

The second component considered in relation to the entry route of respondents is the person who had the most influence on the respondent's decision to enter a program of industrial arts teacher education. Percentages of responses are given in Table 7.

TABLE 7

PERCENTAGES OF RESPONDENTS INDICATING PERSON WHO HAD THE MOST
INFLUENCE ON DECISION TO ENTER A PROGRAM OF INDUSTRIAL ARTS TEACHER EDUCATION

Occupational Status	Industrial Arts Teacher	Other Teachers	Guidance Counselor	Parents - Relatives	Military Counselor	2-Yr. College Counselor
Employed in Education	40.5	16.0	9.8	26.0	2.5	5.3
Employed in Business or Industry	39.7	13.2	12.0	26.9	3.0	5.1

Analysis of the data given in Table 7 indicates no difference between the two groups of respondents in terms of the individual who influenced the respondent's decision to enter the program of industrial arts teacher education.

The final component to be considered in relation to the entry route of respondents is the number of individuals who transferred from a 2-year associate degree program. Approximately 30 percent of the respondents employed in education and approximately 28 percent of the respondents employed in business or industry transferred from a 2-year associate degree program into a baccalaureate degree program of industrial arts teacher education. The remaining 70 percent of the respondents employed in education and 72 percent of the respondents employed in business or industry completed an entire 4 years in the program of industrial arts teacher education.

While the two groups of respondents did not differ in their entry into programs of industrial arts teacher education, the groups of respondents did differ in the amount of postbaccalaureate education and in the type of certification. Respondents employed in education earned 36.5 graduate hours of education and 4.2 hours of inservice education for a total of 40.7 hours of education beyond the baccalaureate. Respondents employed in business or industry earned 18.8 graduate hours of education and 2.1 hours of inservice education for a total of 20.9 hours of education beyond the baccalaureate.

The certification differences between respondents employed in education and respondents employed in business or industry are shown in Table 8.

TABLE 8

PERCENTAGES OF RESPONDENTS HOLDING TYPES
OF TEACHING CERTIFICATIONS IN OCTOBER 1973 *

Occupational Status	None	5-Year Provisional	10-Year Provisional	Permanent
Employed in Education	0.3	18.5	21.7	59.4
Employed in Business or Industry	3.1	37.8	34.7	24.4

* Ten-year provisional certification was changed to a 5-year provisional certification in October 1968.

One result of the differences in postbaccalaureate education and teaching certification between the two groups of respondents was a difference in the "highest college degree held" by respondents. The differences are shown in Table 9.

TABLE 9

PERCENTAGES OF RESPONDENTS HAVING TYPES
OF HIGHER EDUCATION DEGREES IN OCTOBER 1973

Occupational Status	Bachelor's	Master's	6-Year Certificate	Doctorate
Employed in Education	42.8	53.1	2.1	2.0
Employed in Business or Industry	74.4	22.6	1.1	1.9

DISCUSSION

Data Highlights

Respondents to the survey were individuals who graduated between 1960 and 1970 from the four New York State Baccalaureate Programs of Industrial Arts Teacher Education and who were employed in either education or business or industry on October 1, 1973. Respondents entering programs of industrial arts teacher education came from comparable home backgrounds. Respondents were also similar in the time when they made decisions to enter the program and the extrinsic personal influences which caused them to enter the program.

Upon completion of the program of industrial arts teacher education, approximately 96 percent of the respondents entered employment in education. Of the respondents who entered education, 84.3 percent were employed in education and 12.1 percent were employed in business or industry on October 1, 1973. Seventy-two percent of the respondents employed in education were employed in instructional positions, and 12.3 percent were employed in administrative positions. A majority of the respondents who left education were employed in "professional, technical, and managerial" occupations.

Respondents in both groups tended to marry spouses with postsecondary educations. The familial occupational patterns of both groups of respondents tended to be comparable with the respondents' parental familial occupational pattern.

Respondents employed in education had a lower gross income than those employed in business or industry. Respondents employed in business or industry tended to view occupations in terms of 1) the rewards of income,

2) advancement, and 3) perceived worth of work. Respondents employed in education identified with the upper working and middle social class, while those employed in business or industry identified with the middle and upper middle class.

Respondents employed in education have more postbaccalaureate education than respondents employed in business or industry.

The data indicate that most graduates of New York State Programs of Industrial Arts Teacher Education between 1960 and 1970 found and remained in educational employment.

Data Interpretation

Respondents employed in education tended to view occupations in terms of the perceived worth of the work regardless of any socioeconomic prestige value associated with the occupation.

Respondents employed in business or industry tended to be satisfied with "white collar" socioeconomic prestigious occupations.

The difference in postbaccalaureate education may be a function of occupational requirements, both the certification requirements to maintain instructional positions and education requirements for movement within the educational structure.

Reasons for leaving employment in education appear to be a function of socioeconomic rewards which an individual finds in employment in business or industry. Reasons for remaining employed in education appear to be a function of personal satisfaction derived from the work.

CONCLUSION

The purpose of the study was to determine differences in employment and educational patterns between individuals who graduated between 1960 and 1970 from the four New York State institutions having programs of industrial arts teacher education and who were employed in education or who were employed in business or industry on October 1, 1973. The two groups of respondents were compared on selected economic and societal factors.

Data were analyzed for all respondents employed in education and all respondents employed in business or industry.

- Whether or not a respondent remained in employment in education is not dependent upon the institutional program from which the respondent graduated.
- The year of graduation was not a determining factor in whether or not an individual left employment in education for employment in business or industry.
- Grade level for the time of decision making, the person who influenced the individual to enter a Program of Industrial Arts Teacher Education, and factors of family background were not significant determinants in predicting whether or not an individual remained employed in education.
- Income and occupational prestige are the factors which seemed to differentiate respondents employed in education from respondents employed in business or industry.

It appears that the four New York State institutions having programs of industrial arts teacher education had equivalent programs, based on the criterion of educating individuals who would remain in education.

Graduates of any specific year within the decade 1960-1970 appeared to have had a fairly uniform rate of retention in educational employment.

Persons concerned with recruitment might consider the peripheral data of 1) the time of decision making which in the majority of cases was at the 12th grade or post-high school level, and 2) the influence that the industrial arts teacher had on the decision to enter a program of industrial arts teacher education.

As an occupation, industrial arts teaching has a very high ratio of retention. However, on the average, those who leave industrial arts do so within 3 years after graduation, thus it would seem that administrative and supervisory efforts should focus on the retention of the beginning teacher. The primary focus should be on the development of a climate that provides a sense of personal satisfaction in their work for these beginning teachers.

APPENDIX

Survey Form

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ROBERT S. SECKENDORF
ASSISTANT COMMISSIONER
FOR OCCUPATIONAL EDUCATION

MOBILITY STUDY OF INDUSTRIAL ARTS TEACHER TRAINING GRADUATES

October 1, 1973

Dear Industrial Arts Teacher Training Program Graduate:

The Bureau of Industrial Arts and the Bureau of Occupational Education Research of the New York State Education Department are conducting a survey of the graduates of the four Industrial Arts Teacher Training Programs in New York State. The survey includes the graduates of the City College of New York, New York University, State University of New York at Buffalo, and State University of New York at Oswego between the years 1960 and 1970. Your name and the year in which you received your Bachelor's Degree have been provided to us by the institution from which you received your Bachelor's Degree.

The purposes of the survey are:

1. To determine the current employment of graduates;
2. To determine the reasons for that choice of employment; and
3. To determine what the occupations are of those graduates who are not currently employed in education.

The data given to us by you will be summarized and analyzed by groups to generate group data. Your individual responses are needed and will be treated with the utmost confidentiality, and you will be identified only for mailing and second mailing purposes. Further, your responses will only be examined by individuals directly concerned with the conduct of the survey.

The questions in the enclosed survey consist of three kinds of items: (1) personal history; (2) family history and economic status; and (3) parental background and economic status. The reasons for this wide selection of questions are to accumulate sufficient data for the staffs of the Bureaus of Industrial Arts and Occupational Education Research to make decisions on current teacher training programs, to determine the effect of immediate family on job selection and retention, to analyze the relationship of parental background to current employment patterns, as well as to allow a prediction of employment trends of future graduates of Industrial Arts Teacher Training Programs.

A short summary of the final data will be prepared and mailed to all respondents in the Spring of 1974. The questionnaire requires that you only fill in short answers. Will you please take a few minutes to complete the enclosed questionnaire and return in the enclosed self-addressed envelope by October 10, 1973. If you have any questions regarding this survey form, please feel free to either write or phone.

Thank you for your cooperation in assisting us in the completion of our task.

Very truly yours,

William W. Alwell
Bureau of Occupational Education Research
518: 474-6286

William J. Bourdeau
Bureau of Industrial Arts
518: 474-8023

Arthur J. Dudley, Chief
Bureau of Industrial Arts

PLEASE USE PEN WHEN ANSWERING THESE QUESTIONS.

ID [ ][ ][ ][ ][ ][ ][ ]
1 2 3 4 5 6 7

1. As of October 1, 1973, are you. . . . . employed in business or industry. . . . . ☐ (1)
employed public or private schools. . . . ☐ (2)
unemployed . . . . . ☐ (3)

IF YOU ARE EMPLOYED IN BUSINESS OR INDUSTRY, GO TO QUESTION 2.

IF YOU ARE EMPLOYED IN PUBLIC OR PRIVATE SCHOOLS, GO TO QUESTION 8.

IF YOU ARE UNEMPLOYED, GO TO QUESTION 14.

2. Since receiving your Bachelor's Degree, for how many years did you teach in the field of Industrial Arts? . . . . . _____ (whole years)

3. Since receiving your Bachelor's Degree, for how many different employers have you worked as a teacher IN the field of Industrial Arts? . . . . . _____ (No. employers)

4. How old were you when you left employment in the field of Industrial Arts? . . . _____ (Age)

5. Since receiving your Bachelor's Degree, for how many employers OUTSIDE the field of education have you worked? . . . . . _____ (No. employers)

6. Check the single occupational category which best describes your current occupation. (Check only one)

1) Education . . . . . ☐ (01)
2) Professional, Technical, and Managerial Occupations. . . . . ☐ (02)
3) Clerical and Sales Occupations . . . . . ☐ (03)
4) Service Occupations. . . . . ☐ (04)
5) Farming, Fishery, Forestry, and Related Occupations. . . . . ☐ (05)
6) Processing Occupations . . . . . ☐ (06)
7) Machine Trade Occupations. . . . . ☐ (07)
8) Benchwork Occupations. . . . . ☐ (08)
9) Structural Work Occupations. . . . . ☐ (09)
10) Miscellaneous Occupations. . . . . ☐ (10)

7. What was your 1972 annual gross income earned in the occupation checked in question 6? . . . . . $_____ (1972 gross)

PLEASE GO ON TO QUESTION 14.

8. Since receiving your Bachelor's Degree, how many years have you taught in the field of Industrial Arts? . . . . . _____ (whole years)

9. Since receiving your Bachelor's Degree, for how many different employers, as a teacher IN the field of Industrial Arts, have you worked? . . . . . _____ (No. employers)

10. Since receiving your Bachelor's Degree, for how many different employers have you worked, other than as a teacher in the field of Industrial Arts? . . . . _____ (No. employers)

Since receiving your Bachelor's Degree, for how many different employers OUTSIDE the field of education have you worked as a full-time employee? . . . . . _____ (No. employers)

12. Check the one category which best describes your current educational position. (Check only one)

TEACHER OF			TEACHER OF			ADMINISTRATOR		
Mentally Handicapped	☐	(01)	Health Education	☐	(09)	Supervising Prin.	☐	(17)
Emotionally Handicapped	☐	(02)	Music	☐	(10)	Elementary Educ.	☐	(18)
Physically Handicapped	☐	(03)	Agriculture	☐	(11)	Secondary Educ.	☐	(19)
Language Arts	☐	(04)	Business Education	☐	(12)	Business	☐	(20)
Mathematics	☐	(05)	Distributive Educ.	☐	(13)	Curriculum	☐	(21)
Science	☐	(06)	Trade & Tech. Educ.	☐	(14)	Instruction	☐	(22)
Industrial Arts	☐	(07)	Health Occupations Ed.	☐	(15)	Research	☐	(23)
Safety Education	☐	(08)	Other	☐	(16)	Career Education	☐	(24)
						Guidance	☐	(25)
						Other	☐	(26)

13. What was your gross annual income earned in the category checked in question 12? . . . . . $_____ (1972 gross)

PLEASE GO ON TO QUESTION 14.

14. Of the following factors check the one which most greatly influenced your decision/s to take and remain in various jobs. (Check only one)

High income	☐ (1)	Short working hours, lots of free time	☐ (4)
No danger of being fired	☐ (2)	The work is important and gives a feeling of accomplishment	☐ (5)
Chances for improvement	☐ (3)		

15. Of the following factors check the one which least influenced your decision/s to take and remain in various jobs. (Check only one)

High income	☐ (1)	Short working hours, lots of free time	☐ (4)
No danger of being fired	☐ (2)	The work is important and gives a feeling of accomplishment	☐ (5)
Chances for improvement	☐ (3)		

16. Suppose you were starting out in life and had to choose a job (occupation) for the first time. Examine the list below and indicate, by checking in the appropriate column, whether you would be satisfied or dissatisfied about entering each of these lines of work. (Check one in each line)

	Satisfied	Dissatisfied
1) Clerk in a store	☐ (1)	☐ (2)
2) Carpenter	☐ (1)	☐ (2)
3) Lawyer	☐ (1)	☐ (2)
4) Bookkeeper	☐ (1)	☐ (2)
5) Construction laborer	☐ (1)	☐ (2)
6) Public school teacher	☐ (1)	☐ (2)
7) Truck driver	☐ (1)	☐ (2)
8) Garage mechanic	☐ (1)	☐ (2)

17. In which social class group do you consider to be at the present time? (Check one)

- Lower class ☐ (1)
- Working class ☐ (2)
- Upper working class ☐ (3)
- Middle class ☐ (4)
- Upper middle class ☐ (5)
- Upper class ☐ (6)

18. What type of teaching certification do you or did you have? (Check one)

- Ten year provisional ☐ (1)
- Five year provisional ☐ (2)
- Permanent ☐ (3)
- None ☐ (4)

19. How many inservice training credit hours have you earned above the Bachelor's, as of October 1, 1973? . . . . . _____ (Inservice hrs.)

20. How many graduate credit hours, excluding inservice training, have you earned above the Bachelor's as of October 1, 1973? . . . . . _____ (Graduate hrs.)

21. What is your highest college degree? (Check one). . . . . .

- Bachelor's ☐ (1)
- Master's ☐ (2)
- 6-yr. certificate ☐ (3)
- Doctorate ☐ (4)

22. Did you transfer from a 2-year Associate Degree Program to an Industrial Arts Teacher Training Program? . . . . . .

- Yes ☐ (1)
- No ☐ (2)

23. Who had the most influence on your decision to enter an Industrial Arts Teacher Training Program? (Check one). . . . .

- Industrial Arts tchr ☐ (1)
- Other teacher ☐ (2)
- Guidance counselor ☐ (3)
- Parents (relatives) ☐ (4)
- Military counselor ☐ (5)
- 2-yr. college counselor ☐ (6)

24. When did you decide to enter an Industrial Arts Teacher Training Program? (Check one) . . . . . .

- Junior high school ☐ (1)
- 10th grade ☐ (2)
- 11th grade ☐ (3)
- 12th grade ☐ (4)
- Post high school ☐ (5)

25. What is the highest grade your father completed in school? (Check one). . . . . .

- Less than 6th grade ☐ (1)
- Less than 12th grade ☐ (2)
- High school graduate ☐ (3)
- 2-yr. college grad. ☐ (4)
- 4-yr. college grad. ☐ (5)
- Master's Degree ☐ (6)
- Doctorate Degree ☐ (7)
- Don't know ☐ (8)

26. Please check the single occupational category which best describes your father's current, or last occupation. (Check only one)

1) Professional, Technical, and Managerial Occupations.	☐ (02)
2) Clerical and Sales Occupations	☐ (03)
3) Service Occupations.	☐ (04)
4) Farming, Fishery, Forestry, and Related Occupations.	☐ (05)
5) Processing Occupations	☐ (06)
6) Machine Trade Occupations.	☐ (07)
7) Benchwork Occupations.	☐ (08)
8) Structural Work Occupations.	☐ (09)
9) Miscellaneous Occupations.	☐ (10)

27. What is the highest grade your mother completed in school? (Check one) . . . . . .

Less than 6th grade	☐ (1)
Less than 12th grade	☐ (2)
High school graduate	☐ (3)
2-yr. college grad.	☐ (4)
4-yr. college grad.	☐ (5)
Master's Degree	☐ (6)
Doctorate Degree	☐ (7)
Don't know	☐ (8)

28. Please check the single occupational category which best describes your mother's current, or last occupation. (Check only one)

1) Homemaker.	☐ (01)
2) Professional, Technical, and Managerial Occupations.	☐ (02)
3) Clerical and Sales Occupations	☐ (03)
4) Service Occupations.	☐ (04)
5) Farming, Fishery, Forestry, and Related Occupations.	☐ (05)
6) Processing Occupations	☐ (06)
7) Machine Trade Occupations.	☐ (07)
8) Benchwork Occupations.	☐ (08)
9) Structural Work Occupations.	☐ (09)
10) Miscellaneous Occupations.	☐ (10)

IF YOU ARE MARRIED, PLEASE ANSWER QUESTIONS 29 AND 30.

IF YOU ARE NOT MARRIED, PLEASE RETURN THIS QUESTIONNAIRE IN THE ENCLOSED SELF-ADDRESSED ENVELOPE TO:

Bureau of Occupational Education Research
Room 468 EBA
New York State Education Department
Albany, New York 12224

THANK YOU.

29. What is the highest grade your wife completed in school? (Check only one) . . . . . .

Less than 6th grade	☐ (1)
Less than 12th grade	☐ (2)
High school graduate	☐ (3)
2-yr. college grad.	☐ (4)
4-yr. college grad.	☐ (5)
Master's Degree	☐ (6)
Doctorate Degree	☐ (7)
Don't know	☐ (8)

30. Please check the single occupational category which best describes your wife's current occupation. (Check only one)

1) Homemaker.	☐ (01)
2) Professional, Technical, and Managerial Occupations.	☐ (02)
3) Clerical and Sales Occupations	☐ (03)
4) Service Occupations.	☐ (04)
5) Farming, Fishery, Forestry, and Related Occupations.	☐ (05)
6) Processing Occupations	☐ (06)
7) Machine Trade Occupations.	☐ (07)
8) Benchwork Occupations.	☐ (08)
9) Structural Work Occupations.	☐ (09)
10) Miscellaneous Occupations.	☐ (10)

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THANK YOU.